



# Harpole Montessori Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY310020  
**Inspection date** 07 December 2005  
**Inspector** Rachael Mankiewicz

**Setting Address** 47 Carrs Way, Harpole, Northampton, Northamptonshire, NN7 4BZ

**Telephone number**

**E-mail**

**Registered person** Bambino Ltd

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Harpole Day Nursery is privately owned. The current ownership dates from 2005. The nursery operates from a single storey building in the village of Harpole, Northamptonshire, and serves the local community. The building contains three group rooms, a sensory room and associated facilities. There is a large outdoor play area, incorporating a smaller play area for the children from one to two years.

The nursery is registered for 33 children aged from one to eight years of age, and is

open Monday to Friday between the hours of 08:00 and 18:00, and children attend for a variety of sessions. There are currently 48 children on roll with 23 children receiving funding for their nursery education. The nursery is able to support children who have special needs and those who have English as an additional language.

Nine members of staff are employed to work directly with children. Six staff hold an appropriate childcare qualification and staff are working towards further qualifications. The nursery works closely with Harpole Primary School and receives support from the Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children benefit from a clean, warm, comfortable and child-friendly environment. They explore and develop physical control while participating in stimulating indoor and outdoor experiences. For example, all children use the outdoor equipment to their own stage of ability and negotiate obstacles on ride-ons. Fresh air is encouraged at least twice a day and the children relish the idea of being outside whatever the weather. They begin to understand that exercise affects their bodies as they run around, participate in dance and movement sessions and take walks around the village. Children move spontaneously and with confidence in the well organised space.

Children learn about healthy living as they enjoy a range of freshly cooked, nutritious meals and snacks for which the nursery has won an award. Parents have been involved in ensuring that the needs of all children are met. Children try new tastes, express their enjoyment and use good table manners during the sociable meal times. The children over two years choose nutritious snacks and drinks during the café-style break. They begin to talk about healthy foods which are good for them, some of which they grow in their nursery garden. Regular fluids are encouraged and the older children can easily access the water dispensers.

Children's care is enhanced by the good procedures and practice followed by the staff, and children imitate the staff and share good practice in health and personal care routines. They readily wash their hands after messy play and before snack and lunch, and older children are aware that they are helping to prevent the spread of infection. Their welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident, and appropriate procedures are in place if children are unwell.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are safe as a result of the adults' very good awareness of health and safety and because all reasonable steps are taken to minimise the risk of accidents. Their awareness of safety issues is continuously developed through every day activities

within the nursery and during outings. Thorough risk assessments and good supervision by vigilant staff allow children freedom to choose activities that offer variety and challenge within safe limits. Children learn about safety and begin to take personal responsibility. For example, they play enthusiastically but safely on the large play equipment, ride vehicles sensibly and negotiate space. They learn about road safety as an activity in the nursery and transfer their knowledge as they walk around the local environment. Children use high quality equipment appropriate to their age and stage of development. They safely and deftly manipulate tools and implements as they cook and garden and they develop good hand/eye coordination as they use tools in Santa's workshop.

Children are well protected because staff have a clear understanding of the local child protection guidelines and up to date training. Their safety and welfare is further enhanced by staff carefully monitoring access to the premises, checking all equipment and complying with fire requirements.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children play, learn and have fun in the company of friends and adults at nursery. They benefit from the care and encouragement of qualified and experienced staff in the welcoming learning environment. Children's needs are met through effective organisation and planning for the progress of all children from babies through to five years of age. Staff have begun to make good use of the 'Birth to three matters' framework to provide activities to meet the needs of the younger children. Children develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, they all develop their physical skills through a good range of outdoor equipment and activities and construction activities which help develop hand/eye coordination. They develop positive relationships as they listen and communicate well with each other and with the adults, with all children contributing to the sociable activities in the nursery. Babies and young children play, have fun, sing and laugh as they enjoy the attentiveness and company of adults in the sensory room.

Children through the age ranges explore a variety of interesting materials which stimulate their curiosity. For example, babies and toddlers enjoy developing their senses as they play with foam, paint and water. Children use their imaginations well and with enthusiasm as they take part in a wide range of art and craft activities and music. They freely and confidently express their ideas in the comfortable and friendly environment. Their perseverance to complete activities and their confidence to share feelings develops as they play.

### **Nursery Education**

The quality of teaching and learning is good. The staff's sound knowledge of child development benefits the children. They take time to find out what interests each child and what he or she knows and can do. Staff build on this information to plan and provide a variety of activities and opportunities to help the child progress in all areas of learning. Children participate enthusiastically in the activities on offer and as

they take the initiative, choose resources and express ideas. They use their imagination well as they play in Santa's Workshop and small world figures in the dolls' house. Creative and imaginative skills are being promoted with an excellent range of art resources, and the children take pride in their drawings and Christmas decorations. Children begin to make sense of the world around them as they explore a variety of materials and explore why things happen and how things work. For example, they explore a variety of construction materials to make models of items that interest them. Information technology is developed through good access to the computer and children consolidate their learning through computer programmes. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. They find out about the environment as they garden and go for walks around the village. They begin to explore the wider world through visits, looking at holiday destinations and taking part in the celebration of festivals.

Children develop good relationships with staff and each other, as they take turns and work together well in small and large group activities. They interact and chat, showing awareness of the listener and listening well. Children understand that print has meaning and make marks freely throughout their activities helping them use their emerging writing for real purposes, such as using clipboards when counting vehicles in the playground. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities and by participating in many day-to-day domestic routines. For example, children compare two numbers as they count in number games and during computer programmes.

Staff make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning which motivate the children and enable them to make progress. Children are encouraged to make the most of their experiences by the staff's careful consideration of what the child might be able to learn. Generally, they are able to persevere and complete activities and extend their learning within the routines of the day. Appropriate individual challenge is ensured through good questioning and enabling by the knowledgeable staff. Systems for planning for the individual child's progress are in the initial stage of development. Observations and assessments of children's progress towards the early learning goals and some information gained from the parents are all used to inform planning on an informal basis.

### **Helping children make a positive contribution**

The provision is good.

Children are settled and happy and older children begin to play an active part in the nursery. They gain confidence and self-assurance through making choices about activities, including having good access to resources and often having free access to the outdoor area. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. Gaining knowledge of different cultures and religions as they celebrate festivals and national days, and taking part in charity events at home and for different countries helps them

understand about the diversity of the wider world. They enjoy meeting people from the local community as they walk around the village and join in activities locally such as the scarecrow festival. Children are appreciated and valued as individuals by the staff which helps build on their self-esteem and confidence.

The children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff. Older children begin to take responsibility and manage their own behaviour as they offer to help adults and friends. This positive approach fosters children's spiritual, moral, social and cultural development.

The children's well-being at the nursery is enhanced by the good partnership with parents. Parents are informed about how the nursery operates and the activities provided through a comprehensive welcome pack, written notices, newsletters and displays and information about the care of the children. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the nursery. Children's progress in nursery education is fostered by regular discussions to ensure that parents know how their children are developing and how they can contribute to their children's progress. Staff suggest how parents can consolidate and extend what the children have learnt previously at nursery.

## **Organisation**

The organisation is outstanding.

Children's care is enhanced by the exceptional quality of organisation throughout the nursery and the good leadership and management of the nursery education. Space and resources are well organised and children benefit from this as they make the most of the play by following their ideas and choosing their learning opportunities. All documentation which contributes to children's health, safety and well-being is in place and is reviewed regularly to ensure that the individual care needs are met.

Children benefit from the very good staff to child ratios and the care given by qualified and skilled staff, as can be seen through the good supervision and sensitive interaction. All staff are committed to continuous improvement and development of the nursery care and education and of their own personal development. They continue to upgrade their training and knowledge which can be evidenced through the range of activities and resources and innovative ideas available in the nursery. The staff and management work well together as an effective and committed team with clear aims underpinning the care given, and with systems in place to evaluate the care and education. Policies and procedures are reviewed and updated as necessary. Overall, the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase opportunities for sharing information with parents, including details of the policies and procedures, and children's progress in the nursery.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consolidate the use of systems influencing the planning and assessment cycle to ensure that children continue to make progress in each area of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)